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ABSTRACT

This 1973 edition of "Educational Comment" describes the implementation of a competency-based education/multi-unit school (CBE/MUS) model for the University of Toledo's teacher preparation program, which is designed to serve the needs of teachers and schools in urban communities. The Teacher Education Center provides pre and in-service training and a laboratory for access to a wide variety of educational resources. The preservice component consists of competency-based modules; independent study; and professional field experiences, three levels of which are completed sequentially by the student: a) Career Decision Aide level, which permits the beginning education student to obtain first-hand experience of the teaching field on which to base his career decision; b) Participant Teacher level, at which the student works with small groups of children; and c) Student Teacher level, at which the student is expected to demonstrate competency in all areas related to teaching. The in-service program offers training to teachers, supervisors, and administrators in the design and implementation of CBE/MUS-focused change via workshops, seminars, courses, and consultant services. The laboratory a) provides information storage and retrieval services; b) conducts demonstrations of teaching techniques; c) maintains an instructional materials center; and d) provides resources for instructional materials production; simulation and gaming techniques, and instructional systems development. (HMD)

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Teacher Education for an Urban Setting

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FOREWORD

Nearly 80 per cent of Americans live in metropolitan areas and send their children to urban schools. Until very recently, however, good examples of teacher preparation programs and of in-service activities designed to help teachers in urban schools have been few and far between. Recently, publicity has been given to New York City, Philadelphia and some other of our largest cities for the attempts they have made to better prepare urban teachers. We have, however, within our own College of Education at The University of Toledo, several programs and experiences for undergraduates, graduates, and area teachers and administrators which are as good and as successful as any other attempt to better prepare teachers for urban schools.

We recognize within our College that the teaching positions which are available today are generally available in urban schools, and it is toward these schools that more of our professional preparation experiences are geared. This 1973 *Educational Comment* highlights the nature and extent to which our teacher preparation program has undergone changes which will allow teachers to be more successful within urban schools without having to experience the "cultural shock" and frustration so typical of education graduates of the past.

The College of Education, in close cooperation with Toledo-area schools, provides real life experiences for urban teachers by utilizing the resources of the Toledo metropolitan community. *Comment* '73 is especially timely since The University of Toledo is now entering its second century as an institution of higher learning, and we are led by a new President committed to addressing urban educational problems and having the University become centrally involved with daily urban affairs. Of course, the College of Education has been nationally recognized since the fall of 1967 as a leader and innovator in urban teacher preparation and competency-based education. *Comment* '73 provides readers with the latest data on how the College provides meaningful teacher education for an urban setting.

John P. Sikula

I

DEVELOPING CHANGE MODELS FOR URBAN EDUCATION

Edward J. Nussel and Leo D. Leonard

This introductory chapter does an excellent job of setting the tone for the 1973 Educational Comment, which is designed to demonstrate how schools and a University can combine resources and talents to provide appropriate urban teacher training experiences. This chapter focuses on the need for change in urban teacher preparation, and it outlines the rationale for competency-based education as a viable model to facilitate appropriate revisions in schools.

The Schools and Urban Crisis

Demographic Trends

The urbanization of America is now a reality of such monumental proportion that an attempt to study the role of the educational institution in such a setting is compounded by a multitude of variables. The problems of urban sprawls are well documented—pollution, segregation, violence and poverty—and city schools are enmeshed in a confused environment of complex social factors. It would be convenient if the American educational system could somehow exist in sterile isolation, but such is not the case. Schools have grown quantitatively with the cities but serious questions have arisen whether or not school quality has kept pace. Serious indictments have been registered about the relevance of schools as they are currently constituted.

Theoretically, at least, education in America has been regarded as the equalizer of people. No matter what the ascribed status of a person might be, he was promised an equal educational opportunity. This implied that social mobility was open to all if only they were educated. For the agrarian society of the 18th and 19th centuries such an ideal was reasonable, although at the same time private academies catered to the wealthy.

During the 20th century, urbanization created a curious paradox. Manpower needs of two world wars kindled the need for unskilled

workers, who swarmed to the city in unprecedented numbers. This flood continued unabated even into the 1960s to the extent that in less than a century, a society which was 80 per cent rural became 80 per cent urban. The paradox was then apparent — the poor streamed into the city in hopes of seeking a better life, only to discover that the advent of a technological revolution had blunted the need for the untrained migrant. The situation became aggravated demographically because these people, often black, crowded into enclaves recently evacuated by those who could afford to move. Ghettoes were formed.

Obviously, the schools were usually there before the minority ghetto was created. As the black population in the cities grew, so did the development of white suburbs. So, too, did the ghetto expand to the extent that it often created a city school population where the majority of the students were black. The poor still dominate this population, but the improvement in black economic status suggests the greater likelihood of added affluence and mixed class minority schools.

Value Conflicts

The effect of this dramatic demographic change upon the schools has been virtually traumatic. Experienced teachers are prone to reminisce about the way "kids used to be," meaning that they were more like the way "I am" because they incorporated the ideal of the Protestant Ethic—if one works hard he will reap rewards. The cultural metamorphosis eluded these teachers for their new clients were the products of a culture where rewards were few and anticipated payoffs infrequent. Consequently, the teacher of today is confronted by apathetic and alienated young people trapped by currents of anomie. Teachers propounding the importance of working hard fail to comprehend the fatalism already endemic in the disadvantaged society. What can be said to a young man who does not know a gainfully employed male other than perhaps a garbage collector or a merchant who does not even live in the neighborhood? Do teachers really understand what is going on when they tell a child "be sure and do your homework tonight" when he shares a bedroom with four additional siblings and when the small, crowded living-dining area is generally a beehive of activity and confusion?

The old axiom that teachers are middle class is an inadequate explanation of the value breech between children and their mentors. It might be argued that at one time this meant that white inner-city

teachers could not relate to black kids. Now, however, the situation exists where blacks teach blacks; and, in elementary schools, it is most unusual to find more than token representation of blacks in majority white schools. Nevertheless, the axiom regarding class is still the rule, with black teachers apparently not experiencing any more success with their charges than did their white predecessors (if standardized tests and drop-out rates are acceptable data).

Perhaps it is more important to emphasize that, irrespective of background or race, when one becomes a teacher he or she becomes part of an organizational system which defines and delimits behavioral parameters. The school system rewards certain kinds of behavior and depreciates those behaviors defined as counterproductive to the educational enterprise. The rules apply to children as well as teachers.

The organization of public education has evolved to the extent that it now resembles a continually sprawling giant unable to reverse the trends it created. The inherent value contradictions have left the schools in an unprotected position vis-a-vis the groups it proports to serve—students clamoring for rights, parents demanding greater economies and efficiency, and the critics going so far as to question the very need for public education. Despite the problems of the American school, it must be maintained that simplistic criticisms do little to correct current abuses. Most any societal problem can be reduced to the failure of schools to do something. If people cannot drive, the schools should teach driver education; if people are not healthy, the schools should teach nutrition; if people mismanage their finances, the schools should teach economic education. Concern about drug abuse also can be related to the failure of the school because the critics can maintain that irrelevant education induces anomie and encourages young people to escape with drugs. The felony is compounded because the schools have not adequately prepared young people to cope with drugs.

This list is virtually endless — everything from racial injustice to poor reading skills can be directed at unsatisfactory educational practices, and often is. Obviously, people make mistakes because of a lack of information or possession of inaccurate information; and since the school transmits knowledge, skills and values regarded as critical within the society, the school can logically be held accountable when problems arise.

Despite these widespread accusations, it can be argued that the

complexities of modern life inject variables into the human condition that cannot be accounted for by the oversimplified reductionism discussed above. For example, it has been maintained that the college freshman of today is more literate, perceptive and sophisticated about the world than his counterpart of the 1950s. He now participates in university governance and votes in national elections. How can this happen when the schools have been so unsuccessful? Can it be the schools *have* achieved something or can another medium of socialization (e.g., mass media), take the credit? If so, who educated the technicians? The school critics are not willing to consider such a reverse form of reductionism. Nor are they willing to consider the position that if another agent can more successfully reach students, then that agent ought to accept culpability when societal systems flounder.

Economic Problems

As previously mentioned, demographic changes in the cities have been characterized by an influx of the unskilled poor into core areas and the flight of the middle class to suburbia. Industry, too, has flourished outside the core city. The promise of urban renewal to provide new housing where slums once stood has been realized only in part. More often than not, older sections of cities have become fallow deserts where nothing stands. Superhighways crisscross these neighborhoods and facilitate the departure of those who live in the suburbs and work in downtown business districts.

These changes have resulted in considerable loss of tax revenue to the core city. Citizens with higher incomes have moved out, taking with them the potential to pay income taxes while the destruction of tax-producing real estate has likewise reduced the base of school millage funds. Yet the schools are no different than other institutions in the way that inflation affects the budget. Raises in millage rates are being contested by the electorate, not only by the hard-pressed property owner who is employed but by a growing number of retirees on fixed incomes who own their homes but cannot afford the move into new neighborhoods.

In the financial crunch, school officials can go into debt ($80 million in Detroit) or reduce overhead (Toledo staff freeze). If the situation becomes more severe, the schools can be closed (Youngstown). It seems coincidental that "teacher surpluses" are reported in times of financial stress, but this is the situation in 1973.

Numerous legal precedents starting with Serrano vs Priest have

pointed out the inequalities of current school taxing methods. It is no longer news that disadvantaged areas cannot fund schools at the same level as more affluent socioeconomic political subdivisions. At the same time, the state appears unable or unwilling to relieve the plight of the cities. The schools, therefore, are faced with a gross irony: *The culpability for educational inequalities is levelled at the institution, but the institution does not have the political power to reverse easily identified inequities.* Hence, the problems are perpetuated and do not appear much closer to remediation than they were ten years ago. In the next section of this chapter evidence will be presented further underscoring the complexities of modern society which impede the role of the school in meeting its traditional goals.

Enculturation In Urban Centers

The Schools and Institutional Change

The child is socialized by the school for twelve years—six hours a day, 180 days a year. When these figures are extended, it is discovered that a child spends 540 twenty-four-hour days of his lifetime in school.* Nevertheless, the classroom teacher, an individual with human limitations, is supposed to counteract forces outside of the schoolhouse and somehow prepare every child to take his place in society, a society which is constantly changing. Therein lies another aspect of the same problem.

Institutional life — starting with the family, proceeding through the school and involving such organizations as industry, social groups and perhaps a church — is designed to reinforce and sustain the individuals who participate in their activities. Therefore, certain modes of behavior are encouraged and reinforced. However, new information generated from research, or simply the practical realization that daily operational tasks are not bringing satisfactory results, brings the organizational functionary face-to-face with the spector of change. This realization is accompanied by a threat—real or imagined—because the status quo may well be disrupted. Even if the necessity for change has been conceptualized, the method of implementation may become threatening. The problem is simply that as the institution functions, behavior becomes predictable, and the security generated by a rela-

*180 x 6 = 1080 hours per year
1080 x 12 = 12,960 hours for twelve years of schooling
12,960 ÷ 24 = 540 days

tively consistent *modus operandi* results in a de facto conservative posture which sustains the institution and impedes change.

In a sense, schools are no different than political, economic or religious institutions. How much has Congress changed its seniority and rules systems? Has business departed from the profit motive, despite Nader and associates? Why is the Catholic Church in ferment over celibacy and birth control? The answers in each case support the conservation of the status quo. Yet, somehow, educational institutions are expected to manifest different behaviors to take the lead as a force for change. It is obvious that they have been unable to do so. Why is this so?

Pre-school Socialization

One way of examining the problem is to start with the period before most children enter formal education. Bloom underscored the importance of the pre-school period in the intellectual development of children when he reported that,

> In terms of intelligence measured at age 17, at least 20% is developed by age one, 50% by about age 4; 80% by about age 8; and 92% by age 13.

Baken, in an ample review of research since 1966, focused on "Malnutrition and Learning" in order to offer another dimension on the problem. The crux of her article is found in the first paragraph where she reports that,

> The poor have a higher mortality rate, a higher incidence of infectious and chronic diseases, and a greater number of premature and low birth weight infants. All of these factors are in turn related to the disproportionate number of poor children who are mentally retarded.

Anyone watching the 1969 CBS documentary on "Hunger in America" should realize the deplorable situation which exists in many parts of this country. Hungry kids are apathetic and can hardly be expected to perform well in school. Schools are responding, sometimes reluctantly, and are now feeding breakfast to children to supplement the traditional luncheon programs. Unfortunately, such programs are often plagued by a paucity of physical facilities or financial resources.

More critical, however, is the result of malnutrition *prior* to entry

into school. "The earlier the malnutrition the more severe the effects and the more likely that they cannot be reversed." (Baken.) There is evidence that if malnutrition occurs before a certain age, particularly the first six months of life, then the effects can be irreversible.

Dental care is another similar problem area. A report of research published by Harvard University Press in *Poverty and Health* offered the following observation: "The sheer accumulation of untreated dental conditions in the United States is staggering." (Lerner, 1969.) One of many examples cited a recent study of nearly 4,000 five-year-old children in Contra Costa County, California. They reported that the "prevalence of dental caries was inversely related to socioeconomic status. Children in the lowest socioeconomic group had 60 per cent more carious teeth (decayed, teeth indicated for extraction and filled teeth) than those in the highest group." (Lerner.)

Family Disorganization

Evidence of family disintegration continues to alarm those who believe that the family, as primary agent of socialization, provides the stabilizing influence necessary for personality adjustment to society. Female centered families are on the increase among both non-whites and whites, and they are especially prevalent among the poor. It can be maintained that poor schooling inhibits job opportunity and forces the emasculated man out of the home. On the other hand, even educated blacks are not yet achieving equal opportunity in the marketplace. If one argues that the family is doing the job without the male, then why the pressure for pre-school centers? Heckinger said it well:

> If you have the choice of letting the child spend the day in a well-ordered and constructive environment or leaving him uncared for in a slum, you must take him out of the slum. It struck me every time I visited Ocean Hill-Brownsville, that, even where progress was being made in the schools, once out of the school there is still the terrible environment . . .

Social Disorganization

In a startling book by two social activists, life in the ghetto was depicted as a place where drugs, prostitution, violence and illegitimacy abound. They criticized those writers who "eulogize ghetto 'life style' " and report a "positive 'coping' view of Negro life" because in so doing the affluent society is given an excuse for not correcting abuses and discrimination. This view of the ghetto noted "bitterness" and "root-

lessness" as well as "poor speech, poor hygiene, poor education, and the lack of security resulting from a nonfamily background . . . " (Schaflander and Etzkowitz.)

These factors are compounded by evidence accumulated by James Coleman in his studies on the adolescent as well as his *Equality of Educational Opportunity*. Quite simply, adolescents frequently listen to other adolescents, and in depressed areas these young people are able to establish a non-intellectual climate in their schools. School is not relevant to them because the future holds little promise and fatalism is an inevitable result. (Coleman, 1965, 1966.)

There is little escape and little opportunity if you are poor in America. Frequent change of residence offers no relief because the community or its schools are seldom changed — the move simply disrupts whatever chance at continuity the school might offer.

This discussion is not designed to offer teachers a cop-out for some of the terrible things they do to poor kids. Nor is it an attempt to "put down" blacks who, in reality, have been trapped in the ghetto by a racist society. (One is prone to observe that it is rather amazing that any blacks escape; surely a tribute to their will to succeed.) It is simply an attempt to document the fact that a relatively powerless institution has been charged with educating all children while given only limited resources by society for carrying out this task. In urban society the problems are exacerbated by large numbers of economically depressed children.

Teachers of these children constantly have been reminded about the poor jobs they are doing. Pressures from black parents have been particularly obvious, but it is a white problem as well because the majority of the poor are Caucasian.

Wilkerson offered a rather thorough recounting of teacher shortcomings especially those who disavow responsibility for the noneducation of poor children and reflect a characteristic defensiveness. Only briefly does he acknowledge"that many nonschool variables condition the effectiveness of instruction" but that professionals must accept the challenge of such condition. (Wilkerson.) This "challenge" might be as futile as going to the moon in a Model-T. Many teachers, black and white alike, have accepted the challenge with real empathy for poor kids, and have lost the battle. Wilkerson completed his essay, not unlike many critics before him, explaining how better teachers, local con-

trol and more relevant curriculum materials are needed to improve educational opportunity for disadvantaged youth. Unfortunately, he does not offer a tangible *plan*: "How to accomplish these things is the real problem, and I wish I knew the answer." (Wilkerson.)

CBE/MUS as a Way to Help Meet the Urban School Challenge

The urban school injustices, racial bias and class conflicts cannot be completely overcome by any curriculum structure or staffing arrangement. However, a tangible plan for change operationalized in Toledo involves competency-based education (CBE) and the multi-unit school (MUS) organizational pattern. The CBE/MUS model is not a panacea for all the social and psychological ills that afflict America's urban centers. At best, the CBE/MUS movement is an attempt to recognize the equality of man, the individual differences of people, and the inherent right of each person to have those differences treated appropriately. In the following chapters, the how's and why's of CBE/MUS will be explained with frequent suggestions on how the model helps promote educational and social opportunities within the urban child's environment.

Schools in urban America have been beset by a plethora of problems, most of which they have been unable to handle. Like other schools, urban schools have too often taught outdated academic content which provides few or no skills with which the student can compete in the overcrowded job market where prejudice frequently hinders even the most able urban student. A cultural lag exists between what schools teach and what students must know in order to be more occupationally functional and socially involved. This is largely due to the school's lack of involving the community in curriculum planning.

One of the premises of competency-based education is that curriculum should be decided upon by the participants. This means both students and teacher. It also may mean community and interest group input into curriculum. The multiunit school's team approach to curriculum planning is a vehicle for developing appropriate and "relevant" curriculum. While the CBE/MUS schools have not yet lived up to their full potential, the model can be applied comprehensively to move a school from the role of passive "gatekeeper" to one of more active change agent in the community.

Making the CBE/MUS Model Effective

The CBE/MUS model is based on the belief that a school should

not operate in a vacuum. It is futile for the unitary teacher in a self-contained classroom to try to make truly effective changes in instruction. The multiunit school uses a team of teachers. It has been initiated, field tested and found successful in carefully designed research. By handling material and deliberating methods and task assignments, the team presents a model of democracy which represents a face-to-face relationship. The student can see and be part of the choices being made. No longer must he see the world around him as the Japanese saw it at the end of World War II when they suffered from *demo-kurushi*, a condition where decisions about one's life style are made by an absent, unseen force. (Terasaki.)

In the multi-unit school, the child has frequently been involved in choosing which learning mode is best for him as well as which topic or task he should be studying. This has been particularly valuable when both the multi-unit team and the competency-based approach to instruction are used. Competency-based education establishes the key concepts, objectives and activities for a given module (unit) of instruction. Using pre-tests, the individual student's learning needs are more clearly diagnosed, and appropriate materials are selected. This individualized instruction is further enhanced by frequent use of modules that the student designs himself. The student determines how he will apply the skills he has previously learned to produce a creative, individualized project. To the degree that a multi-unit school uses the competency-based approach, it is catering to the unique differences of each individual. If the ills of urban America are to be alleviated, the school can and must do its part by providing these kinds of examples of positive action.

CBE/MUS As a Regenerative Model

Too frequently in the past, public and private programs for the inner city have been viewed as a "complete cure." The greatest strength of the CBE/MUS model is that it does not see itself as either static or complete. CBE/MUS recognizes the need to adapt to constant cultural change. The curriculum can be evaluated at each step in the learning process, new material can be constantly used, and the unit readily can be assessed as to its objectives, methods and ways of evaluating student change.

This means it suffers from the same weakness as a democracy. It is no better than its weakest member. As long as communities and teachers make decisions, mistakes will be made. Regardless, the school,

community and participants in the school should decide whether the school should be primarily a socializing institution, change agent, provider of occupational skills, or some combination of these or other social skills roles of the school. The ideas presented in the following chapters can help schools make the decision of what they want to become.

The CBE/MUS scheme will not be another one of those programs to die on the perilous shores of urban blight. Evidence gathered to this point is encouraging, but much remains to be done. Educators must accept the data and use the organizational model that will bridge the gap between past, present and future educational theories. The remainder of this monograph is devoted to explaining the process of how significant urban school reform has been implemented in several Toledo schools utilizing a CBE/MUS approach.

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II

CHANGING THE ELEMENTARY UNDERGRADUATE PROGRAM

John F. Ahern and Hughes Moir

This chapter outlines how and why the College of Education's undergraduate teacher education program has changed as a result of local school and University efforts to develop a more appropriate urban teacher preparation program. Programatic changes began at the elementary school level with a Career Decisions Aides program consistent with the competency-based and multi-unit school thrusts adopted by the College. Changes in the elementary program have stimulated revisions in the secondary, graduate and other programs as outlined in later chapters.

Credibility

Traditionally, methods courses have been criticized by undergraduates as being divorced from reality. Invariably and appropriately, that reality is defined as the world of real children in real schools. This complaint is often coupled with an equally troublesome accusation: that the problem is not only that teacher education courses are taught in the quiet confines of the childless university campus, but, in addition, the instructors sometimes appear to lack commitment to the ideals they profess. Undergraduates are told how to teach, and yet some professors do not demonstrate professed methodologies. Professional credibility also suffers from student inability to cope with impersonality and rigidity in typical undergraduate programs. It also often is said that instructors appear uninterested in individual learning styles and needs of students.

Although some professors will disagree with the above indictments, there was surprising uniformity of opinion among the instructors in our Department of Elementary Education that there was a need for change and that, as a group, we could and should do something. It was this commitment on the part of the staff that resulted in the implementation of one of the ten national model teacher-training programs. Even though the staff recognized that their influence on undergraduates was restricted to those few credit hours allocated for the professional education, there was an enthusiasm to have as much of an impact as possible. A prime concern was to establish credibility, and a field-based

program that was team-taught—the team would consist of professors, undergraduates and public school teachers.

Precursors of Change

Frustration with teaching in a self-contained classroom situation as well as with campus-based education courses had long been experienced by staff members. Attempts to deal with these problems were an important part of the history of the College of Education. In 1968, a group of junior staff members initiated a team-taught, field-based experience by capitalizing on the sequential scheduling of students into an educational psychology course and a general curriculum course. In the first year, selected students were invited to participate as an alternate to the scheduled lectures. In lieu of attending the lectures on child development and school curriculum, undergraduates could spend two afternoons a week in an inner-city school observing and teaching with children. Following their experiences with children, the undergraduates participated in a team-taught seminar conducted by an educational psychologist and a curriculum specialist.

In part, as a result of the favorable reception of the undergraduates in the project by the teachers in the building, funds were allocated in a Title III project to employ sophomores as teaching assistants at Martin Luther King, Jr. Multi-Unit School. Students were paid $2.40 an hour to serve as teacher aides. Most of them worked twenty hours a week. The intent of the program was to capitalize on the fact that most undergraduates needed employment in order to pay for their college expenses and that the overwhelming majority of the undergraduates at the University were neither from the inner city nor were they typically involved with black children. In addition to supporting the teacher-aide program, the King funding enabled members of the University to establish closer personal relationships with teachers in King School.

These relationships were the stimuli for changes in "how" and "where" methods courses were taught. The staff of King School, noting the success of the sophomore teacher aide program, encouraged the methods professors to bring their social studies, science, math and language arts methods' students to King. The teachers recommended structuring of a teacher education program which would result in a more meaningful dialogue between undergraduates and professors. The methods professors responded to the suggestion. During the Winter of 1970, all methods courses were taught at King. The following quar-

ter, the program was divided among four other cooperating multi-unit schools. The reason for the division was twofold: first, it became apparent that there were more undergraduates in the school than the staff could absorb — and secondly, other schools after observing the activities at King expressed interest in participating in the University's teacher education program.

Although there were some variations, most methods courses employed the following time sequence:

> First, three weeks were spent at the University dealing with theoretical questions as well as an introduction to the methodology appropriate for the instruction of the discipline.
>
> Secondly, seven weeks were spent in the field. Of the four hours each Tuesday and Thursday in the school, one hour was scheduled with the professor discussing questions originating from the undergraduates' experience with the children; two hours were consumed team teaching children, and the remaining one hour was spent planning instruction. The professor or the unit leader conducted this planning period whenever possible.

There developed a sense of comradeship among the four public schools involved in the field-based methods courses. They also developed a need to organize and share resources as well as concerns relating to the development of multi-unit schools and the College's teacher education program. Members of each of the participating schools began meeting formally. One of the first problems tackled by this group was the question of teacher aides. The sophomore aides program at King School ended when the federal funds expired. However, during the three years in which the program operated, teachers had learned how to use these undergraduates to facilitate individually guided education. The undergraduates were considered a key component of the multi-unit school.

Concurrently, the College was concerned about its Introduction to Education Course, which traditionally consisted of large class lectures. The College felt that the introductory class should be more experiential and that students should get a taste of public schools in order for them to decide if they really want to be teachers. The faculty views were reinforced by a study of the King sophomore aides, the overwhelming majority of whom made a commitment to become inner-city teachers. The need of urban teachers for teaching assistants and the

need of the College for an early field experiences resulted in a program jointly created by teachers and professors called the Career Decision Aides program. Appropriately, the first component of the College's competency-based teacher education program to be formally implemented was the Career Decision Aides program. The CDA program contained the key characteristics of the College's new program: it was team taught, field based and had the enthusiastic support of public school teachers.

The presence of these precursors of change provided University policymakers with evidence that systematic change was not only feasible but welcomed.

Planning for Change

The Blue Book and the Retreats

Six years ago the College of Education, in cooperation with a consortium of other colleges of education in the state of Ohio began the development of a comprehensive elementary teacher education model program. The Ohio Model, as it became known, stated that all groups of educational personnel who were actively involved in the education of new teachers should develop a comprehensive program that integrated five "contexts" of program concern:

(1) instructional organization
(2) educational technology
(3) teaching-learning processes
(4) societal factors
(5) research

The Ohio Model project also projected other positions concerning teacher education which have been reported in *Educational Comment/ 1969: Context for Teacher Education*, published by The University of Toledo. The Ohio Model utilizes the multi-unit school organizational structure with its emphasis on team teaching. The Model also emphasizes continuous, cooperative working relationships between the public schools and University personnel regarding both pre-service and in-service efforts. For a fuller description of this effort see *Educational Comment/1971: The Ohio Model and the Multi-Unit School.*

The academic year 1971-72 was identified as a planning year to mobilize and coordinate the efforts of the faculty of the College of

Education. College personnel had to plan, develop and field test several components of the new program. During 1971-72, developmental tasks were carried out both during faculty retreats and on the job (i.e., while carrying out the regular duties related to the "old" program). The major tasks were identified and sequenced using a modified Program Evaluation and Review Technique (PERT). Each major task to be accomplished was identified and planned in terms of its accompanying activities and/or related subtasks, in terms of the criteria for determining the degree to which it was completed and when the task needed to be completed.

While on-the-job task completion was necessary, the retreats proved to be the most productive periods. While on retreats, the faculty met in large and small groups to develop program components. The seven major tasks dealt with while on retreats and during the 1971-72 academic year are outlined on the following pages.

1. *Establish Coordination Component*

   Three coordinators were identified by the Dean of the College in May of 1971. They were responsible for:

   A. Communication among individuals, groups, departments, schools and other program participants;

   B. Developing alternative solutions to problems and communicating these to the necessary individuals or groups;

   C. Providing in-service training and trouble-shooting where necessary; and

   D. Facilitating decision-making by faculty groups.

2. *Determine the Scope of Educational Objectives*

   The second major task was to identify from the original Ohio Model those educational objectives or specifications perceived to be most relevant to urban elementary education and to identify and create objectives perceived to be necessary but not included in the original model. These objectives then had to be developed into instructional modules. This task was completed initially within separate departments and was later to be refined by instructional teams.

3. *Revise Course Schedule and Credits*

   To allow for the greatest flexibility within the constraints of University-wide course and scheduling practices, it was de-

cided that professional "courses" should be synthesized into four eight-hour "courses" which would comprise the undergraduate's pre-student teaching professional training. To permit field experiences in the classroom settings, these "courses" were scheduled two half-days each week.

4. *Develop Instructional Organization*

A key decision made during the Winter, 1972 retreat was that instruction would be by interdisciplinary teams of instructors.

A. Each team would have a representative, insofar as possible, from each of the educational contexts discussed previously;

B. Team membership would be voluntary and self-selected;

C. An instructional team would be responsible for "teaching" all the program's objectives to a group of students whom they would follow throughout the four "courses." Subsequently, three elementary instructional teams were formed.

5. *Determine Minimal Objectives*

The three elementary instructional teams were charged with the responsibility to review the instructional modules and to determine the necessary and sufficient modules that could be completed within the constraints of the four eight-hour blocks of "courses." Further, the teams were to determine alternative instructional strategies that could account for other contingencies, such as recycling deficient students and planning for expanded field-based opportunities.

6. *Determine the Instructional Program*

Armed with an approximation of the instructional modules, the teams met frequently during the winter and spring of 1972 to determine the best sequence of modules over the four "courses," the most effective sequence of objectives within each quarter, and the instructional strategies that would be utilized to assist students in achieving the objectives indicated in the module.

7. *Establish Relationships with Key Public School Personnel*

The previous formal relationships developed between the College and the Toledo area schools have already been discussed. These previous experiences formed a basis for continued, strong, cooperative commitments between the schools and University. Working with the schools in the development of the new program was a natural extension of previous activities. During the spring of 1972, teachers and administrators participated with the instructional teams in planning effective field experiences designed to help students meet the identified competencies and to strengthen the individual school's program for its school children. These early relationships have been the basis upon which the development of teacher education centers, still underway, was initiated and nurtured.

Institutionalized Change

To some educators, competency-based education is equated with a particular school of educational psychology—behaviorism. If that is one's understanding of the concept, then such terms such as "modules," "recycling" and "behavioral objectives" may connote a narrow, mechanistic view of how individuals learn. Admittedly, the education curricula at the College of Education utilizes the language of the behaviorist in its instructional programming model. But, as one might suspect in any program created as a result of faculty consensus (as distinguished from programs created by administrative fiat), there have been compromises.

These compromises have resulted in a program which does indeed utilize the clarity inherent in stating criteria for student performance in behavioral terms and objectives; yet an examination of the modules would provide the reader with evidence that the program recognizes that not all objectives can be easily stated and measured behaviorally. The program does not contain long lists of knowledge level objectives that are common in other competency-based education programs. In fact, many of the objectives are written for the application level since the faculty is particularly concerned with student ability to translate theoretical knowledge into practices that will facilitate teaching children.

There developed four "courses," then, in the professional teacher preparation program after Career Decisions. The first two blocks are still largely University oriented. However, in the third and fourth

quarters of the new professional sequence, undergraduates choose the school and unit where they wish to perform major field experience modules. In addition to selecting a school, undergraduates simultaneously identify a supervisor, for earlier each professor on the team indicates the school in which he wishes to supervise. Although undergraduates are given the option of rotating among the schools in the team's center, they often choose to remain with the same children and professor.

The continuity resulting from remaining with a school for half a year, coupled with the fact that undergraduates are encouraged to remain with the same teaching center for four consecutive quarters, produces a bond among the faculty and students on each team that is unique in the history of this urban University. The professors on the team become advisers in the truest sense of the word. Students generally perceive their instructors as individuals who know them and who are willing to make a long term commitment to their professional development. As such, the undergraduates feel at liberty to ask their professors for advice beyond the predictable requests about certification and graduation requirements. The professor and his students begin to explore matters that are of real concern to the student. In addition, it is not uncommon for faculty members to invite undergraduates at their schools into their homes.

Each week the professors in a team as well as representatives of the undergraduates, meet to identify objectives, create appropriate learning activities and resolve problems related to the implementation of modules. When modules involve field experiences, which is common especially in the third and fourth quarters, representatives from the schools in that center may come also to evaluate the modules. Students learn of the advantages of a team approach as well as the skills and attitudes necessary to cooperatively produce and run a program.

Besides teaming, one of the major components of the new program is the application of the success concept. Prior to each module, students are given the opportunity to test out of the module, i.e., to pretest and to demonstrate competence. Following each module, a posttest is administered. Students are required to demonstrate competency in a field setting or on a paper-and-pencil test. If a student fails to indicate mastery, he is allowed to recycle as often as necessary until he achieves some degree of competence. Some students learn as much from the process of pretesting and recycling as they learn from the content of the course, for although few students pretest out of modules,

they learn how to preassess competencies and how to individualize instruction.

The CDA Program

The Career Decisions Aides program is now a sequence of two quarters' experience required of all students entering the College of Education. This program component usually is taken during the student's freshman year and is designed to permit the potential preservice teacher to make a stronger and more definite decision concerning his interest or commitment to the profession and what level and subject area he wishes to pursue.

Like other program components which are completed during the student's junior and senior years, the CDA program is team-taught and organized around a group of objectives identified in instructional modules. Each student spends approximately one hour each week on campus attending large group presentations and discussion seminars which focus on such topics as the organization of multi-unit schools and how they differ from traditionally organized schools. Seminars often also focus on career information and opportunities and on the analysis of field observations.

The student is required to spend at least one half-day each week in an area school and to be involved directly or indirectly in the instructional program in that school. It is expected that the student will have a variety of experiences working with school-age children at a variety of levels and in differing socioeconomic and geographic settings during his two quarters. During this time, the student may be involved with children in such diverse activities as tutoring, helping with pre-school art or play activities under the regular teacher's supervision, or checking attendance. In all, the combination of direct field experiences in differing situations and the seminars to aid in synthesizing these experiences provides the student early in his college career with the variety and kind of information and direct experiences necessary to enable him to make firmer and wiser decisions about his commitment to teaching as a profession. The student may decide at this point in his college career that teaching is not the profession that he wants to commit himself to at this time. To make an intelligent career decision at the outset of his college career—with a clear understanding of what the field of education has to offer—is the ultimate goal of this component of the College's educational program.

Obviously, the College hopes that many students will decide to

remain in the program. Evidence from the present 1972-73 school year indicates that for the first group of students which has progressed systematically through the entire professional sequence, the dropout rate is unusually low. The CDA program has apparently been successful at least to the extent that those moving into the professional sequence tend to stick with it. This first group of students lost 2 of its 41 members over a three-quarter period. The two losses were because of reasons unconnected with the program.

The Teaching Center

With the CDA program and the professional year sequence program fully operational, the development of Teaching Centers in the Toledo area now stands as an exciting challenge as the total undergraduate program continues to evolve. The foundation for this component rests on a number of projects and group efforts that have taken place in recent years. Conceptually, various prototypes were established in other areas of the country during the past two decades. The seeds planted in the Toledo area over the past six years have been nurtured most recently by three projects:

(1) The state-wide thrust toward multi-unit school organization at the elementary level;

(2) the formation of the MUST Committee (Multi-Unit Schools for Teacher Education);

(3) the creation of the Toledo Metropolitan League of Multi-Unit Schools.

Each of these projects has in common the interest and commitment in developing effective multi-unit schools, and in building more effective cooperative arrangements for pre-service education in field settings. As College and school personnel developed the new professional program, initial plans were made which have led to establishing more formalized relationships between instructional teams and the participating schools. Teaching Centers began to develop.

Each of the three elementary instructional teams, since the beginning of the new program, has identified a small number of schools, usually in the Metropolitan League, with whom they have continued to work very closely with both pre-service and in-service activities. Usually one member of each instructional team has been identified as the "facilitator" with a particular participating school. He supervises

pre-student teaching activities that take place in that school, may supervise student teachers as his total faculty responsibilities permit, attends with the unit leaders the weekly meetings of the school's IIC (Instructional Improvement Committee), and provides, either directly or indirectly, for any in-service needs that the school identifies. Each instructional team works with from four to seven schools. This cooperative arrangement between schools and University instructional teams provides the nucleus for the Teaching Centers.

The students placed in a center are at three stages in their professional program. There are Career Decisions Aides who work in the school one-half day each week in limited capacities, e.g., observing, tutoring or performing clerical tasks. The second group are students in the professional year program who have responsibilities for increased instructional activities, e.g., one-to-one instruction or small group instruction. These students, over a four-quarter sequence, work in the schools two half-days each week with either the same unit for the four quarters or with different units in different schools. The third group of students are those completing their student teaching experience, a full quarter, entire-day experience. By this stage the student has had many opportunities to get to know the school, the teachers and the children. A student teacher may complete the field components of the professional year in the same center and at the beginning of the student teaching experience be ready for full membership on a team in a center school.

Such an arrangement and program provides the student with continuity of relationships with both school and University personnel. The most ideal relationship is still being evolved. For example, next year, 1973-74, there will be four elementary teaching centers and four University teams, not three. Four teams will allow even closer working relationships to develop so that further program improvements can be made in the years to come.

III

CHANGING THE SECONDARY UNDERGRADUATE PROGRAM

Richard H. Hersh and Daniel L. Merritt

This chapter outlines changes taking place in the secondary undergraduate program. These changes are at the same time similar yet different, at least in degree, from elementary program changes. This chapter points out more specifically the nature of the CDA program experiences and it also describes how the "Teacher Center" concept is evolving in the secondary program.

Urban Teacher Preparation: Theory Into Practice

Tragedies

We showed a movie two years ago, entitled "The Way It Is," which vividly depicted the reality of a junior high school in Brooklyn. The college seniors viewing this spectacle were appalled and one young lady remarked after class, "If I had seen that movie when I was a freshman, I probably would not have gone into teaching." Tragedies are apparent here! Urban schools are tragedies because they are not working. What is important to understand, however, is that the same can be said about suburban schools and training programs for those teachers. The difference is that suburban schools have had the *appearance* of success in terms of their physical plants and in terms of the number of their students going to college. The assumption has been that suburban teachers and their schools are causes of success without perhaps recognizing that to a very large extent children going to these kinds of schools come with skills developed outside the school and continue to learn many of the critical lessons despite their teachers. The teachers have been wise enough to claim student success as their success and the public has come to believe it. When a student fails in a suburban school, it is easier to blame the child rather than the school so the parent takes refuge in using child psychologists or in sending his son or daughter to a private school. Parents living in the inner city cannot afford such a luxury and find as their only recourse the public school itself.

What has been said in the previous paragraph is perhaps best illustrated in the following hypothetical situation. Take the "best" suburban school one can find, using any criteria, find an urban school considered to be as "bad" as one could find and simply switch student population. In each instance the school building and teachers would remain the same, only the students would switch. If one believes that suburban teachers or more modern buildings would make a significant difference in learning, this switching of students might show such results. But it is doubtful that one would see much difference. THAT TEACHERS IN URBAN SCHOOLS ARE INFERIOR IS FALSE; TEACHERS IN URBAN SCHOOLS MUST FACE A MORE COMPLEX TASK OF TEACHING AND ARE MORE OFTEN USED AS SCAPEGOATS. This seems to be a more accurate analysis of the perceived school differences when comparing urban and non-urban schools.

The public must begin to understand that preparing teachers specifically for urban schools will not by itself solve our urban school problems. But this does not mean that there is no need to prepare better teachers. The University of Toledo is presently attempting to develop a program which does indeed prepare teachers better equipped for urban schools because they are better able to cope with the complexities of urban school reality.

Traditional Teacher Training

The traditional teacher preparation program has students taking an assortment of professional education courses such as Educational Philosophy, Psychology of Learning, General Curriculum and Methodologies of Teaching. The training culminates with student teaching usually at the end of the senior year. We thus have prospective teachers first coming in contact with real live students *on a continual basis* at the *end* of a program and in a situation where the pressure to succeed is enormous. Student teaching, research tells us, is the single most important variable in teacher education. But coming so late in a program, teachers find little choice but to continue careers as teachers — even if they do not have a good student teaching experience — because to do otherwise is to admit that four years of professional training was wasted. Students student teaching in urban schools or taking first-year teaching positions in urban schools are also often the first to psychologically or physically quit.

New Teacher Training

The University of Toledo program is attempting to meet the

problems posed above on two fronts. The first is the articulation of teaching skills we believe any teacher must have. Moving into what we call a competency-based program, we have committed ourselves to the notion that a student must be able to demonstrate specific skills in teaching before we will allow him to graduate. This requires more than just passing courses. The second front is that of having concurrent public school experience with University course work. Whereas traditional programs minimize school contract prior to student teaching—often resulting in a theory/practice dichotomy—our program attempts to maximize such public school experiences. Consequently, students entering teacher education as college freshmen have an opportunity to go out to schools and work with youngsters and to continue this experience throughout their program.

The typical program runs as follows. Upon admittance to the University as a freshman in the College of Education, the student enrolls in his first professional education course, entitled Career Decisions Seminar. This aspect of the secondary and elementary programs is almost identical. Experiences are designed to provide the prospective teacher with data enabling him to make reasonable choices about teaching. This does not mean that freshmen CDAs are expected to teach an entire classroom of students but rather that they can observe teachers, work with small groups of youngsters, prepare mini-lessons, tutor pupils in need of help, or engage in similar kinds of school experiences. Such an early opportunity for prospective teachers to make mistakes and not hurt others or themselves can help to debunk much of the mythology that surrounds teaching. This last point is especially true in the case of teaching in urban schools where the "blackboard jungle" image and stereotype still prevail. Whereas the philosophy of some colleges of education requires that all their students become urban teachers, we require only that our students have an appropriate sample of such an environment before they decide. We do not force any student to student teach in a school setting in which he or she feels incapable.

Having completed Career Decisions successfully, the prospective teacher is asked to continue taking liberal arts courses until his junior year. This serves two functions. First, if a person is to teach in a secondary school, he must teach something. The period of time between the freshman and junior year is thus spent deciding what subject one wishes to declare as a major and to begin to accumulate expertise in one or two teaching fields. Secondly, one might find alternative career choices while taking non-education courses, at a time still early enough to change program direction without wasting time or money.

If the prospective teacher decides he or she wishes to continue in Education, he must then complete two additional 8-quarter-hour courses plus 16 quarter hours of student teaching. This part of the program constitutes a three consecutive quarter experience which may begin as early as the first quarter of the junior year or as late as the first quarter of the senior year.

Education 310 Teaching & Learning I (8 quarter hours) is the first course. The student comes to class Tuesday and Thursday for four hours and also is assigned to a school building in which he is required to spend at least 25 clock hours engaging in various observing and teaching experiences. Classwork on Tuesday and Thursday utilizes what happens to the students while in the school. Classwork also prepares them to deal with reality they have not yet encountered.

Having completed Education 310, the student moves into Education 340, Teaching and Learning II (8 quarter hours), also meeting four hours on Tuesday and Thursday. Again the prospective teacher is assigned to a school building to engage in additional teaching at a more sophisticated level. While all this is happening, two less obvious events are taking place. The prospective teacher is constantly evaluating the setting he finds himself in with regard to whether or not he would like to teach in such a setting. At the same time, the public school personnel as well as University professors are evaluating the appropriateness of the setting for the particular college student. School experiences provide the prospective teacher with a great deal of data about what to expect during student teaching and teaching itself. Fear is minimized. Fear often negates the first several weeks in traditional student teaching programs. More importantly, both the public school teacher and college student agree and select each other prior to that first day of student teaching, an arrangement which results in greater mutual trust and cooperation.

Critical to this program's development is the development of what we call "Teaching Centers." This involves a significant departure from traditional teacher education programs at the secondary level because it requires close mutual cooperation between the University and schools and it allows the schools to provide significant input with regard to the process and substance of the teacher education program on and off campus.

Field Program Objectives

Our competency-based field program may be viewed as three

sequential components: the Career Decision Aide component; the participant teacher component, and the student teaching component. The components are listed below:

COMPONENT	GENERAL OUTCOMES	LEVEL OF STUDENT
1. CDA	Gather data about teacher roles and educational system	Freshman-Sophomore
2. Participant Teacher	Demonstrate methods of teaching	Senior-Junior
3. Student Teacher	Demonstrate behavioral competency in various classifications of teacher roles	Senior

Each component has a list of behavioral objectives associated with it. These objectives are sequentially arranged within the program; that is, the total objectives of the CDA component are not as complex as the participant component objectives and so on.

The objectives may deal with general or specific teacher behavior. A classification scheme that may be useful for conceptualizing the behavior to be monitored during the field experience follows:

Role of the Teacher: Behavior Classification

I. Organizing and Planning Classwork
II. Classroom Management
III. Developing a Motivating Environment
IV. Instruction
V. Evaluation
VI. Guidance & Counseling
VII. Professional Activities—Out of School
VIII. Interpersonal Behavior
IX. School-Community Relations

A general classification such as this allows us to focus on the task behaviors associated with the "whole role" of a teacher. Further subdivision by behavioral categories would be helpful before assignment of

behavioral objectives at the operational level. Some sample categories of behavior are listed below.

Sample CDA Field Behavioral Categories

1. Awareness of Self as a Person
2. Analysis of Classroom as a Social System
3. Analysis of Teacher Roles
4. Analysis of Teacher Behavior
5. Analysis of Teacher-Student Interaction
6. Analysis of Self as Member of School System

Sample Participant Teacher Field Behavioral Categories

1. Identifying Social-Emotional Climate of a Class
2. Identifying Teacher-Student Values
3. Relating Teacher Activity to Curricular Goals
4. Recording and Classifying Student-Subject Related Behavior
5. Preparing Behavioral Objectives
6. Interpreting Test Results
7. Demonstrating Observational Skills

Sample Student Teacher Field Behavior Categories

1. Organizing Teacher Activities
2. Selecting and Using Teaching Materials
3. Administering Standardized Tests
4. Constructing Pre- and Post-Assessment Devices
5. Planning a Unit
6. Planning an Individualized Lesson
7. Identifying Curriculum Problems
8. Evaluating a Curriculum
9. Relating Theory to Adolescent Development
10. Relating Learning Theory to Student Behavior
11. Relating Research on Teacher Behavior to Student Behavior
12. Performing Behavior Modification
13. Selecting Instructional Behavior Appropriate to Student Needs
14. Differentiating Instructional Methods for Students within Groups

The classification and the categories are a conceptual tool to help us assign in a logical fashion those behavioral objectives we deem necessary for a competent teacher to possess. They also serve to inform others of our view of the "whole role of a teacher" and they aid in the evaluation process.

The classification and categories are suggestive only and represent a process that may be used in selecting field behavioral objectives. Our instructional teams may use a similar classification-category schema to arrive at specific operational objectives to be monitored in the field and certified upon completion. A final document will be developed for the entire field program and will be divided into three components for use in the field. This document will be a product of cooperative school-university instruction and efforts and will be used as a handbook for orientation in the field and as a direct checklist for performance certification.

Center Organization

To facilitate achievement of field program objectives, we are beginning to expand our efforts to establish centers of "full service schools." Centers probably will evolve their own unique programs such as an urban studies program, but initially we can count on certain similarities. Since a center may have different types of field students, we can characterize schools initially by this indicator:

Table 1

Present Configuration of Centers

Student Assignee	TYPE OF CENTER						
	1	2	3	4	5	6	7
CDA	Yes	No	Yes	No	Yes	No	Yes
Participant Teacher	No	Yes	Yes	No	No	Yes	Yes
Student Teacher	No	No	No	Yes	Yes	Yes	Yes

Type 7 represents a school which has field students from all three components of our program. Type 1 at the end of the spectrum rep-

resents a school which has only CDA field students. It is hoped that we can move our schools toward Type 7 and thus maximize staff efforts.

Center Team

The team teaching in a "center" may consist of the following program roles:

Cooperating Teacher — This school person directs and certifies the activities of our field students at the CDA, participant teacher or student teacher level.

University Supervisor — This University person also directs and certifies the activities of our CDAs, participant teachers or student teachers. However, the supervisor with student teachers in the building also might become the communication contact for the team. It is assumed that this person will make frequent contacts with the school and that such contacts should be at least a year in duration.

Supervisors primarily responsible for participant teachers are auxiliary staff and may be assigned to one or more centers. They serve to monitor and certify activities of the participant teachers as they relate to methods of teaching. They also serve to support teacher renewal within each center.

Supervisors primarily assigned to CDAs serve to monitor and certify activities of the CDAs. We do not have staff presently assigned to closely monitor CDA activity in the field. This function may be handled in a very general fashion by the student teacher and participant teacher supervisors.

Field Student — This person is assigned to one of three categories for the purpose of continuing education and demonstrating required teacher competencies.

Career Decisions Aides — CDAs learn and demonstrate a series of behaviors associated with the role of a "teacher aide."

Participant Teachers engage in teaching behaviors with a pupil or a small group of pupils.

Student Teachers are charged with the responsibility of demonstrating that they are competent teachers in all required behavioral areas.

Center team members must communicate frequently about general program questions and activities. Therefore, it is advisable to establish a *publicized* network of communication within each center. This will help instructional efforts, program modification and human relations efforts; it also will aid in the dissemination of center news.

The University supervisor with student teachers in a center would assume the function of linking school-University communications and efforts. In the event that no student teachers are assigned to a particular center, the University supervisor with participant teachers would assume the communication function. If there are no student teachers or participant teachers assigned to the building, the function is assumed by the University supervisor of the CDAs. The University supervisor assigned to participant teachers probably will be a member of a campus Teaching and Learning Team. The University supervisor assigned to CDA may be a member of the Career Decisions Team or a faculty member who has student teachers assigned to the center.

Urban teacher centers, in addition to incorporating the above concepts, require specific differences because of the complex nature of the teaching and learning environment found in urban areas.

Urban Teacher Education Centers

Education programs have traditionally concentrated efforts to produce "general practitioners" in education. We now need a team of teacher specialists in urban education who are able to provide intensive care in urban schools. Teacher education centers in urban settings will differ from centers in suburban or rural areas because different or special skills are demanded for each situation. The urban teacher education center must differ because of the context.

There is no single or absolute model for urban teacher education centers, but certain elements are similar among them. Teachers and student teachers in the urban setting need a real positive commitment to what they are doing and what they hope to do. In the urban teacher education center there are at least three groups in which this positive approach must be instilled in order to maintain or change educational programs. The positive attitudes of school staffs, field students and the school students themselves are all critical to successful school change efforts.

In order to develop and implement new thrusts in education, there

is a need to actively involve these groups in jointly planned and controlled change efforts. Constraints operate to prevent such meaningful interaction. These constraints often appear in the form of teaching schedules and class loads. Although these constraints often prevent valuable interaction from taking place, they can be alleviated somewhat through in-service, planning, organizational and professional development meetings, conferences and workshops. Such meetings provide opportunities to develop a team program, to share ideas and materials, to evaluate program efforts, and to revise program components.

Team leaders play a major role in developing information and interaction channels. Team leaders in urban teacher education centers must meet weekly to discuss the total team programs. This meeting provides a forum which is concerned with the school curriculum. Problems associated with the use of resources by teams may be discussed and resolved at this level. School administrators concerned with curriculum development also participate in this forum when appropriate.

Centers can further improve communication by engaging in such practices as switching their teaching assignments and staff with another school building. The exchange is mutually agreed upon and is predicated upon the assumption that each teacher or student has identified some item in another situation that he wishes to learn more about. The cooperative exchange is an in-service procedure that involves little or no financial cost. School personnel can visit selected learning sites for specified purposes. The visit may be focused upon teaching strategies in a classroom or it may concern the production of teaching materials.

Teams of students and teachers may further work during a specified time in the summer to create instructional materials and records to meet program needs. In addition to these ways to improve communication in a teacher center, there are the regularly scheduled seminars held at the school for in-service staff and especially the teachers in training. In some seminars students may teach students, while in others school teachers or University professors may teach.

Interaction with others helps to identify and solidify commitment to a philosophy. A school's philosophy is expressed in the way that schools group themselves to teach and learn. The multi-unit school organization is a reflection that a school has a philosophy favoring innovation and change in basic school policies and procedures.

The way teachers group themselves for instructional purposes

may vary from center to center, but a team approach is the basic unit of organization. Subject teams are formed by teachers concerned with a particular area of study such as social studies, science, art, music, mathematics or English. Field students are assigned to such teams according to their subject area. The Career Decisions Aide may be placed in a variety of subject assignments because subject area is not a major concern at the freshman-sophomore level. The participant and student teacher are assigned by subject area because of their commitment to teach a particular subject.

Interdisciplinary teams often are formed by teachers concerned with particular clusters of performances that they want students to exhibit. Such teams are differentiated by the performance objectives required of pupils. Field students assigned to such a team would be involved in activities according to their skills and classification level. All field students may be involved in tutorial activities concerned with a specific skill, but participants and student teachers generally will have assignments involving larger groups or whole classes of pupils.

School buildings in urban teacher education centers very often are large old structures that have been remodeled inside. But the outside we see first can hide the dynamic educational action that often is occurring inside. Many urban schools today contain resource or learning centers which are focal points of learning. The learning activity centers in urban schools often are unequalled in generally more plush suburban settings. Such centers often contain resources which allow and promote genuine independent and individualized instruction which usually takes place in a multi-graded setting.

The planning of appropriate curriculum for urban teacher education centers results after much time and effort. Team leaders generally lead daily team meetings and participate weekly in team leader meetings. Such planning time is crucial so that urban teacher education centers become and remain appropriately adapted to localized needs and do not become schools caught in the change-for-the-sake-of-change practice. A viable urban teacher education center results from dialogue, compromise and hard work by all the major components of a school, community and College of Education working together in specifying school objectives, in identifying and resolving constraints which influence the school, and in seeing to it that operationalized school policies and procedures are consistent with and appropriate to the accomplishment of the expressed consensus goals.

IV

CHANGES IN THE GRADUATE EXPERIENCE AND INSERVICING ACTIVITIES

Leo D. Leonard and Edward J. Nussel

Along with changing the undergraduate program, the faculty of the College of Education at The University of Toledo has been concerned about and engaged in reanalyzing and restructuring graduate school experiences and various inservicing programs in order to make them more consistent with the major College thrust toward CBE/MUS. This chapter reports on some of the program revisions currently being made and points out the close working relationships being developed between the University and several urban schools and communities.

A College Thrust Toward IGE/MUS

In the area of teacher training for urban schools, there has been an entire redirection in the structure of curriculum. Much of the curriculum training of teachers during the last decade has provided information about packaged programs developed by universities funded by the U.S. government. Programs have been developed in mathematics, science, social studies, language arts and reading. Most of these packages are based on two premises: that knowledge is good for its own sake, and that students should go through analytical exercises imitating the way experts in each subject area would gather and analyze information. In other words, a science class would focus upon students performing experiments in a simplified way that scientists themselves would perform using the tools or modes of inquiry of their discipline. The advantage of these programs is that learning is not based upon the rote-recall syndrome of earlier days. The student is put through a rigorous learning process including subtle complexities of investigation. But few, if any, of these programs are designed for the urban school child. For the middle-class suburban child, it may have been readily apparent that these new learning programs were relevant and useful. For the urban child, these programs are often irrelevant. They require skills which are not possessed.

Urban teachers trained in these programs during the 1960s cried that the curriculum was not relevant, was not geared to their pupils, and unjustifiably encompassed a white middle-class value system. Graduate programs that provided teachers with an awareness of the

sociological and psychological background of the urban student helped teachers to recognize that to have any learning impact on the urban child, there needs to be a much more concerted effort to integrate the curriculum with a student's experiences and capabilities. It has become especially apparent at The University of Toledo and some other universities that whatever the merit of a particular curriculum program, unless the program is altered to meet the specific requirements of a local school or classroom, there is little hope for any long-term learning gain.

Educational technology, with its systems analysis procedure, has provided a necessary vehicle to analyze the needs and resources of a class, school and community. Federal funding for the Martin Luther King School project was this University's first experience at a systematic approach to evaluating the resources and needs of a particular urban school. This experience resulted in the development of a multi-unit school with a team of teachers committed to an interdisciplinary approach to learning. It also resulted in the development of individually guided education (IGE), which is a form of competency-based curriculum. Using a systems design to investigate the profiles of the students, school, and the community, and utilizing a new arrangement of curriculum and teachers, the IGE/MUS approach has begun to have an impact on the urban schools in Toledo.*

Graduates at The University of Toledo receive instruction on the structure and functions of the multi-unit school and the use of competency-based education as a planning model for developing curriculum. Some packaged curricula in urban and suburban schools have been modified and reintroduced. The materials have been rewritten in modular format. Instead of relying on a total package, teams have adapted those packaged experiments and investigations which are pertinent to an interdisciplinary concept of education. The approach has been to match learning with educational background and resources. The graduate and inservice programs at the University are attempting to make just such an integration.

The University of Toledo Inservice Program

The inservice program has been organized into formal and informal instructional components. The formal segment consists of

*For discussion purposes in this chapter, IGE (Individually Guided Education) and CBE (Competency-Based Education) will be used synonymously. Both individualize, use objectives, and attempt to match learning modes with the desires of the pupil.

undergraduate and graduate level courses given at local schools. Courses have dealt with structuring and implementing competency-based modules in a multi-unit school.

Experience in urban schools has pointed out the need for teachers to be given instruction in the psychology and sociology of the classroom and community. This has meant the development of inservice courses on such topics as behavior modification and classroom management, human relations, social class and learning characteristics, and group processes in curriculum change.

For the urban administrator, similar programs have been developed which focus on how the administrator can promote change in a school and community.

The informal component of inservicing generally involves short-term presentations and the placement of a multi-unit faculty facilitator in the schools. This person often provides a week-by-week consulting service to the units in the school. All inservice programs result from the expressed interest of the school district.

Inservice Workshops

Workshops developed by the College of Education are intensive, short-term experiences to inform schools about specific program techniques. The offering of inservice courses and workshops generally results from a specific desire expressed by a school district. Once they provide the impetus and make known their needs, College personnel will cooperatively plan objectives and learning activities. Some of these activities may be planned between as well as within school districts.

Whereas inservice "courses" are typically geared to a given school or district, the "workshop" may include several schools or districts. Besides the continual offerings to train multi-unit and CBE leaders, workshops also train urban teachers in individualized approaches to reading, mathematics and science. Most of these programs are offered through the College of Education's Center for Educational Research and Services. The Center provides an association of member school districts many opportunities to use the staff and resources of the College to meet specific needs of their districts.

Long-Term Consulting Services

The Center for Educational Research and Services also provides,

upon request, long-term consulting to urban schools which are not regular CERS association members. The Center serves parochial as well as public schools. The Catholic Diocese is one example of a school system which is using this service. The Diocese illustrates the role of CERS and the cooperative effort of school and University people to attack some common problems facing schools.

The Diocese encompasses over 50 schools located from the Indiana state line to Sandusky, Ohio, and from the Michigan boundary to Lima. Many of its schools cannot be classified as urban. But urban or rural, the Diocese's problem was typical of the situation facing many public and private schools in America today. The curriculum had not had any systematic revision in over 50 years. Each school had been left to its own resources. In the urban schools, the charges leveled against the Diocese were similar to those leveled against the urban public schools. Minority and other interest groups found the curriculum geared for a student much different than their own children. The curriculum was either too analytic and middle-class oriented or teachers had arbitrarily decided that the students, failing to handle this type of curriculum, had learning disabilities which stopped them from learning beyond the most simple tasks.

The Diocese's commitment from the beginning was that all children have the right to learn the basic skills necessary for participation as active citizens in society. To achieve this general goal, the Diocese first had to examine its curriculum and determine what, how and when something was to be taught. The Center entered into an agreement with the Diocese which provided a long-term consulting service. This plan included initial formal inservicing in competency-based education for key administrators, supervisors and teachers. Then administrators and teachers organized themselves into subject matter areas and began the process of determining what and how the curriculum should be organized. The logical outcome was the development of competency-based curriculum guides.

Information about the needs of both urban and rural school was fed into the subject area task groups. Material which seemed to be basic to all schools was written in the form of general concepts which were subsequently developed into modules which incorporated instructional objectives, learning activities, teacher techniques, evaluation and resources. The curriculum guides became a collection of sequenced learning modules for grades 1-8. Materials and resources were suggested. The guides recommended that the individual classroom teacher

frequently enrich learning with modules designed by both students and teachers. For the urban school, this provided an opportunity to closely tailor the content and instruction to the experiences of the pupils.

The Center provided subsequent courses for the Diocese on developing and evaluating modules and determining the appropriateness of the concepts, objectives and methods used. The Diocese used its own staff to informally inservice other staff members within the system. Presently the Diocese is field testing these competency-based guides in a number of schools, some of which are urban and multi-unit.

Changing Patterns in the Graduate Experience

In the past, graduate programs for the urban teacher have too frequently been identical to traditional undergraduate programs. If there was a difference, it usually reflected the addition of theoretical courses on the sociology and psychology of minority groups in an urban setting. There has been little or no attempt to show how the background of the student can be utilized in structuring curriculum and school policies and procedures. Traditionally, there has been little attempt to provide the graduate student with specific planning and evaluation skills for implementing and revising school programs. These skills are crucial and must be included in urban graduate experiences.

Revised graduate courses must provide students with skills which can enable them to act as change agents in schools and thereby reduce the cultural lag between a rapidly changing technological society and the school as a basic social institution.

The College of Education is now developing a series of graduate courses to train teachers and administrators for CBE/MUS work in the schools. These courses generally follow the competency-based format, use precise instructional objectives, and have approximations of the time and cost to teach these courses. The present program will provide the student with sequenced courses from several subject disciplines. Courses will be provided by the departments of Educational Media, Guidance and Counseling, Foundations, Educational Research, Curriculum and Instruction, Special Education, and Educational Administration. Instructors and key staff members from each of these departments have met to coordinate the learning between courses. The student will have a core of four courses which he must take and an option of 8 more courses to complete the program. Topics will cover

such diverse but related areas as task analysis, administration in the CBE/MUS school, individualized instruction for special education students, norm and criteria testing procedures, and evaluating learning modules. The student also may elect to major and do a thesis in a separate department which emphasizes certain of these skills.

This new program has borrowed freely from the successes of the undergraduate program. As in the undergraduate program, the CBE/MUS schools provide a good field component and future placement possibilities for the students.

Dissemination of Toledo Experiences

At each step in the development of the undergraduate, graduate, and various school programs, the College of Education has informed the public about its progress. Presentations have been made to schools, universities and several educational associations. The College also has been involved with other state universities and colleges in Ohio to share information and to develop new programs. Further, it has worked with the state to develop federal proposals for state programs to train urban teachers in competency-based education and the multi-unit school. The College also has been interested in disseminating and sharing ideas across national borders.

Believing that many of the problems in urban education know no national boundaries, information has been shared with schools in Europe, the Middle East, Latin America, Canada and the Orient. A more sustained effort has been made particularly by the Department of Sociological Foundations. Doctoral students have been placed in Canadian centers to conduct field research projects using skills required in their Toledo program. This program is relatively new, but faculty at the University of Western Ontario and Toledo have been pleased with the opportunity to share skills and information on a cross-cultural basis. This initial sharing of staffs and students has lead to the possibility of founding a Canadian consortium of universities committed to the development of CBE/MUS programs both within their own institutions and at local school levels. If this consortium is formed, Toledo's role would move from one of passive dissemination of information to one of active external consultation. Toledo already has discussed its program with faculty and administrators from the Memorial University of Newfoundland, the University of Quebec, the Ministry of Education in Quebec, and the universities of Western Ontario, Trent, and Queens in Ontario.

It is recognized that much of the content and some of the structure developed cooperatively with other schools within Ohio may not be exportable to other locales. However, the concept of competency-based instruction as a planning and evaluating device and the concept of organizing schools into units are relevant for any school interested in making itself more responsive to community needs. By working cooperatively with other educational institutions, Toledo hopes to avoid the possibility of other schools "reinventing the wheel." Their program efficiency and effectiveness can be improved by having experienced faculty members from Toledo serve as consultants as they begin to move in a MUS/IGE direction.

The College's efforts to share program successes have been generally well received. This is why we believe that the future of CBE/MUS/IGE is bright. The data we have gathered during program evaluation efforts supports evidence from other parts of the country. A competency-based, individualized approach to education can be facilitated by a multi-unit organization, and together these can operate to produce better achievement gains, more positive attitudes toward schooling, better school attendance, a more congenial and nonthreatening working atmosphere, and many other products, conditions and variables important in the implementation of quality education.

V

TEACHER CORPS – ONE EXAMPLE OF URBAN EDUCATIONAL CHANGE

Langston C. Bannister

The Teacher Corps Program has been operating in Toledo for the last several years and is a good example of the close cooperation developing between the College of Education and local schools to promote improvement in urban teacher preparation. While incorporating the College's thrust toward CBE/MUS/IGE, the program has helped to develop area model schools and to provide functioning examples for other schools of how significant changes can be made in relatively short periods of time. In this chapter, the program director for the last two years describes Toledo Teacher Corps and its present focus on developing a model CBE/MUS/IGE program at Washington Elementary School.

Teacher Corps

The Teacher Corps Program is one example of the tremendous amount of financial and human resources needed to effect meaningful change in an inner-city school. The one term most applicable to all the persons, agencies and institutions involved in the present sixth cycle (two year program) is *change*. It is the use and actualization of this term which provides the necessary challenge and stimulus to invite persons from the University, public school system, Washington Elementary School and community and Teacher Corps interns into a meaningful coalition of change.

The primary objective of the Teacher Corps Program is to improve the quality of education provided for children who live in lower-income areas. This process is effected by improving the methods and manner by which prospective teachers are prepared to teach in inner-city schools. On a national basis, there are five recruitment centers which assist local institutions to recruit, screen and select those individuals most likely to benefit from the two-year training course.

One of the major objectives is to unite the University (College of Education), the local education agency (Toledo Public Schools/Washington Elementary School) and the community of Washington School in joint efforts to improve the quality of education offered to children

and the manner in which prospective teachers are prepared to work in inner-city schools.

The Toledo Teacher Corps Program also is designed to field test certain aspects of the College's competency-based program of teacher education and to provide a model for other Toledo schools on how to operationalize a fully-functioning multi-unit school.

Another integral aspect of the program is the College's commitment to make available the necessary resources for conducting an ongoing inservice program for the Washington School staff. Finally, the program seeks to mobilize the necessary efforts to bring parents and concerned citizens into a working and harmonious relationship with the institution responsible for the education of their children.

Teacher Training

The core of the Toledo program is the intern. In contrast to the typical teacher training program whereby the prospective teacher spends a quarter doing practice teaching, the Teacher Corps intern's week is divided between: (1) fulfilling course and credit requirements at the University; (2) one-half day every day at the local school site; and (3) ten hours per week engaged in community activities involving parents, children or agencies within the local community. Also, weekly Teacher Corps seminars are taught at the local school, giving the training program a much closer relationship to the reality of the local school.

The core of the intern's experience results from his participation on a team. This team consists of a team leader, two to three cooperating teachers and five to six interns. Through this team structure, interns receive continuing guidance and support from the team leader's observation and periodic critiques. Similarly, interns receive continuing feedback about the development of their skills and teaching techniques. The intern also receives evaluations from the University facilitator. The thrust of the team effort is to provide the intern with a realistic assessment of the knowledge gained from the weekly seminars, skills acquired through interaction with the children and other team members, and an appraisal of his attitudes toward the teaching-learning process as it occurs in the inner-city elementary school. Crucial to the program's success is an appropriate mixture of knowledge, skills and attitudes, as well as how these components facilitate a more positive approach necessary for teaching children who live in the Washington School community.

Washington Elementary School and Community

The Washington School community is similar in appearance to most low-income neighborhoods in America's urban areas. Geographically, such neighborhoods can be easily found by their close proximity to both the downtown area and the local expressway system. A tour of the neighborhood will enable one to see a reminder of the presence of an Urban Renewal Agency, and housing which has declined in property values. This neighborhood has been identified as a target area within the Model Cities Neighborhood.

A majority of the children who attend Washington Elementary School live in city housing. With an enrollment of almost 400 students, close to 80 per cent of the children come from families who are welfare recipients and the total enrollment is approximately 99 per cent black.

The school's staff is composed of a principal and eighteen teachers. Seven of the members of the regular teaching staff serve as team leaders. There are three teachers for the Adjusted Curriculum classes and a Remedial Reading teacher. Four parent aides assist teachers in the kindergarten, first and second grades. Periodic visits are made by the speech therapist for those children who have been identified and referred by their classroom teachers as being in need of such services. A full-time school counselor resides at the school and accepts referrals from regular teachers. Also, there are two nurses who spend a portion of their time in the school.

Major Program Features

In an attempt to improve the quality of instruction provided for the children in the local school site and for the prospective teachers, Teacher Corps utilizes four major thrusts: (1) Competency-Based Teacher Education (CBTE); (2) Individually Guided Education (IGE); (3) team-teaching experiences within a multi-unit structure, and (4) community involvement at all levels of instruction. The program emphasizes that exposure to and involvement in these innovative features of the College of Education and the Toledo area schools are necessary if the interns are going to become effective change agents within their respective schools.

The competency-based educational system stresses the concept of performance standards as the major criteria for advancement within the system. CBTE offers the necessary individualized approach to make use of the acquired skills of interns, many of whom have had

experiences which facilitate their effectiveness in the classroom. This approach is the heart of the IGE system of utilizing alternative processes which are designed to best meet the needs of individual students. The team-teaching approach within a multi-unit structure attempts to improve upon the inadequacies of the self-contained classroom with a single teacher being asked to be equally competent in a variety of skill areas. The team approach encourages development and utilization of the particular strengths of the various team members. Similarily, this process also is designed to meet the needs of the children on a more individual basis. In terms of a training tool for interns, it allows for a graduated experience in terms of the number of children at any one time and the variety of activities and experiences they are able to manage successfully.

Finally, a concerted effort must be made to involve as many parents and concerned citizens on as many different levels as possible in order to encourage community residents to accept more responsibility for the education of their children. Traditionally, the residents of lower-income neighborhoods have viewed the school as a middle-class institution with staff members able to manage their own affairs without intervention. School-community cooperation is developing and is considered of major importance in program success.

The program seeks to provide the interns with as many experiences as possible which will assist them in doing an effective job. Experience in previous cycles has shown that prospective teachers are better able to reach the children of those parents who are participating and involved in the activities of the school. Extra measures and efforts must be exerted to encourage more parents and concerned citizens that the true community school is serious in soliciting their support on behalf of the education of their children.

Inservice, Experimentation and Research

Members of the University's instructional staff, working at Washington School as part of their Teacher Corps responsibilities, designed and implemented modules consistent with the competency-based approach. These modules were used in the regular weekly seminars conducted for interns, team leaders and cooperating teachers. Many of the modules which had been used in the College of Education were adapted to the special needs of Washington School staff and interns. Interns were pretested on skills in instructional design in order to match team members with the appropriate modules. Ongoing assess-

ment for mastery of the modules is determined by behavior in (1) designing instruction, (2) implementing instruction in the classroom at Washington School, and (3) continuing to use skills learned in the various modules.

The entire teaching staff has further committed itself to a thorough understanding, implementation and testing of the Wisconsin Reading Design Program. Inservice training has been conducted as part of the regular weekly seminars for interns, team leaders and cooperating teachers. The Design program was used as a diagnostic tool for dividing children into skill area groups. This process offered the teaching staff another criterion for grouping children other than the traditional ability grouping. In addition to the implementation of the Wisconsin Reading Design Program for all teams, the primary team for grades K-3 received inservice training for a Wisconsin designed math program.

Members of the University faculty have also assisted teams in learning new classroom management skills. Various approaches and techniques commonly associated with Behavior Modification have been presented and adapted to the specific needs of teams. This inservicing helped to facilitate the integration of some children from the previously separated Adjusted Curriculum classes into regular classes.

A doctoral candidate who has been an integral part of the total Sixth Cycle program is presently writing his dissertation on the probable effects of the Teacher Corps Program on the educational achievements of the children at Washington School. Results of the Metropolitan Achievement Test administered by the Toledo Public Schools will act as one criterion for program evaluation.

The heart of the ongoing inservice program is the weekly seminar conducted for intern teams. Teams are polled to determine their specific needs, and University faculty and personnel design the seminars to meet the needs of the various team members. Periodic observation by University personnel and contacts with team leaders help to determine these needs as well as the specific application of concepts presented in the weekly seminars. In addition to the regular inservice seminars, personnel are also apprised of and encouraged to participate in ongoing workshops and seminars sponsored by the MUST Committee as well as the Metropolitan League.

The major strengths of the Teacher Corps Program are inherent in the depth and diversity of experiences offered to interns. The actual

experiences from being in a classroom every day help greatly to translate their commitment into viable classroom practices. Being exposed to a large number of persons and teaching styles, it is likely that interns will be able to freely develop their own innate skills and teaching styles. Similarly, their graduated exposure to and responsibility for varying numbers of children helps generate a feeling of self-confidence and enables them to develop at their own rate of growth. The two-year experience allows interns to familiarize themselves with a large number of subject areas and to experiment with a variety of approaches. Finally, time spent in community activities with children, parents and agencies within the community, affords interns the experience of seeing themselves and children in a teaching-learning process less restrictive than what occurs in the classroom or school setting. The participation and involvement in community endeavors sharpens the intern's awareness of the reality of the child's cultural milieu. These informal contacts within the community also help the parents to feel more informed about the nature of the teaching-learning process and their responsibility for becoming more involved in the education of their children. These community experiences help to divide the responsibility between the home, school and the community. The interactions of interns with children within the community have much meaning as far as educating the whole child is concerned. Such interactions involve learning about how children learn in outside-school activities, and they help interns provide for a better matching and adaptation of teaching and individual learning styles.

The New Eighth Cycle Program

Included in the new Teacher Corps cycle will be efforts to provide for even more diversity of experiences for interns. This diversity should facilitate their understanding of the necessity and possibility for change within most elementary schools. In order for interns to become effective change agents within particular schools, it is incumbent upon the program to offer them more variety of experiences. The new program will help them to experiment with and decide upon the most appropriate ways of utilizing their own unique teaching styles and strategies for effecting school change. This process can be effected by interns' participation in further implementation of Washington Elementary School into a portal or model school.

Inherent in the concept of a portal school is the necessity for change. One concrete manifestation of this possibility for change includes the dual process of having experienced teachers assist in the

training of new teachers while undergoing retraining. Built into this process is a constant reevaluation of teaching strategies, techniques for reaching children and new curricula. The University contributes to this process by (1) designing, testing and implementing the most appropriate modules of instruction (knowledge), and (2) promoting ongoing planning among personnel from the University, school system and the community (attitude change). This procedure helps to insure the most appropriate experiences for interns while simultaneously effecting a more positive predisposition for change at the local school site. The above changes can be jointly administered, packaged and disseminated into the larger system by more effectively preparing teachers for the heretofore unrecognized realities of teaching in an inner-city school.

Washington Portal School can become a model in light of the existing relationships among schools within the Toledo area who are members of the MUST Committee. On a broader scale, relations will continue to be developed with area wide schools as part of the Metropolitan Toledo League of Multi-Unit Schools.

Another important thrust of the new program will be the development of the clinical professorship program. The Eighth Cycle has the advantage of utilizing experienced team leaders. The intent is to further define the roles and related competencies for team leaders in this new capacity, i.e., trainers of experienced teachers as well as interns. Additional arrangements are still to be finalized in order to operationalize this position into existing adjunct instructorships at the University.

In conclusion it can be said that the Toledo Teacher Corps is committed to devising and refining those means and methods which will best improve the quality of education offered to children who live in low-income areas. This goal is best reached through a genuine coalition of resources from the University, the school system and the community.

VI

ENCOURAGING INNOVATION AND RESEARCH IN URBAN SCHOOLS

Irvin David Glick and Dean L. Meinke

The interests and efforts of College of Education faculty members in change and innovation in urban schools extends beyond the College's thrust toward CBE/MUS/IGE. Several faculty members are engaged in major urban school change efforts through channels which often involve schools other than those in the Metropolitan League. A good example is supplied in this chapter, which specifically describes the work of two faculty members with the Toledo Afro-American Curriculum Office and Resource Center.

The Afro-American Curriculum Office and Resource Center

The efforts to carry out innovation and research using Afro-American Studies as the vehicle (in the urban schools of the ninth congressional district, which includes Toledo and its bordering metropolitan communities) had its beginnings in 1969-70 in the formalization of a proposal to establish an Afro-American Curriculum Office and Resource Center, often referred to as AACO/RC. The authors of this portion of *Comment '73* were requested to address themselves to the task of developing overall objectives and an evaluation plan for this three-year federal grant project. This proposal received approval from the grant agency and the AACO/RC for the ninth congressional district was created and housed in the Central Administration Building of the Toledo public schools.

For the past three years, a wide-ranging curriculum evaluation effort has been conducted to develop materials and instructional strategies designed to bring the special and unique contributions of the Afro-American and the black peoples' experience into curricula and classrooms throughout the Toledo metropolitan area. The Afro-American Curriculum Office has now evolved into a viable and mature force in curriculum innovation and intervention. The establishment of a considerable library has been accomplished—one which houses thousands of items of curriculum materials including books, films, filmstrips, pictures, journals, sound-slide sets, transparencies and tapes. Each

piece of material was carefully scrutinized, field evaluated and critiqued by the AACO/RC staff before designation for purchase and inclusion in the library. The Center staff has been unstinting in its commitment to implementing inservice activities for hundreds of teachers in every type of school and grade level throughout the ninth congressional district. Curriculum units for both elementary and secondary levels on a wide variety of topics (from plantation degradation to prejudice-as-public-policy) have been written and disseminated in scores of schools in the immediate area. Field service in the form of speeches, workshops, assistance in lesson and unit planning, and innumerable consultations on a state and national level have been part and parcel of the efforts of this team of school curriculum leaders, who are the very heart of the Afro-American Curriculum Office and Resource Center. To this team of men and women and to the hundreds of classroom teachers who have chosen to innovate their own classroom curricula so as to include these types of units in their regular yearly programs, we dedicate this chapter of *Comment '73.*

After the Beginning

With the establishment of the Center, the evaluation efforts were directed into two separate, yet complementary, avenues: one of ongoing process evaluation for the entire enterprise and the other of workshop-institutes in which more than 200 teachers would be taught to create curriculum units to teach in their respective schools. In the summers of 1971 and 1972, teachers and administrators from more than 100 schools participated in two workshop-institutes, which were designed expressly to have the participants build—from scratch—teachable curriculum units. The topics of the units had to be generally reflective of concerns and issues that are related to Afro-American Studies and/or Afro-American Experience, Culture and History. Examples of the topics contained in the more than 200 units which were built by the institute participants include: slavery, then and now; contributions of leading black persons in American life; art, music and literature of African states and nations; prejudice "in me and others" and how to deal with it; strategies for survival in an inner-city environment; and "how we got our skin color and what it can mean in our everyday lives." Each and every participant met the requirement of developing his or her own unique curriculum unit. It can be noted that each of these summer institutes lasted only two weeks and was designed for a total of 30 contact hours of instruction and interaction for the development of the units.

A brief anecdotal remark will provide the tone or flavor of what took place in these two institutes. One participant indicated that he had never attended a session in which he was required to do so much himself, and in which he benefitted more. This type of response is congruent with the generally held view that one learns best when one is both personally involved and responsible for his or her own learning (a view articulated by Jerome S. Bruner, Virgil E. Herrick and other writers who have researched and written about the acts and models of teaching/learning).

How the Units Were Built

The construction of the curriculum units took place within a defined educational structure. Participants had been brought to the workshop-institutes with express purposes in mind and were held strictly accountable for the production of specific results in the time and space allotted.

Every participant was told that there would be large group presentations that would detail the specific items that had to be included in acceptable units, and that attendance at these sessions would be absolutely required. Further, that note-taking at the large group presentations and subsequent requests for clarification and further explanation of what would be expected of them was both strongly encouraged and elicited. Thirdly, each and every participant was to personally visit the AACO/RC library and to peruse its contents, borrow materials, and to distill from these materials a central idea, focus, concept or a unifying theme that would provide the centerpiece for the curriculum unit that he or she would create. The entire institute was conducted in rooms and offices made available in the Central Administration Building, thereby affording the institute participants ready access to the materials housed in the Afro-American Resource Center library.

The participants were instructed that their units must include several specific components:

1. Explicit assumptions which were statements about the perceived potential effects such instruction would have on students, fellow teachers, administrators and parents of the children.

2. A set of curricular objectives, behaviorally stated if at all possible, which indicated the goals that were hoped for as outcomes of instruction on the selected topics and concepts.

3. A scope and sequence of the topics as they were to be presented in the unit.

4. A statement or, better still, an instrument designed to indicate how the students were to be assessed (measured), vis-a-vis the curricular objectives, and

5. A listing, codification, or bibliography upon which the concepts to be taught in the unit were premised.

While several of the teachers had previous experience with using the scope/sequence concept in curriculum building, few, if any, had earlier encountered the notion of explicit assumptions and behavioral objectives; nor had they usually experienced the notion of establishing evaluation protocols prior to actual instruction.

The following example of a teacher-made curriculum unit indicates both the strengths and weaknesses inherent in the approach to curriculum unit building that was effected in the two institutes. It is clearly seen that this particular teacher, William Curry, was able to incorporate nearly all of the components (with the exception of evaluation protocols) called for in the workshops. This unit generally exemplifies the product obtained from more than two hundred teacher-participants. With a colleagial nod of thanks and reinforcement, we reproduce Mr. Curry's unit, entitled "Prejudice and Discrimination" . . .

Prejudice and Discrimination

Explicit Assumptions

Teaching eighth grade social studies at school X has been challenging. Our student body is approximately sixty per cent black. This in itself has presented me with many advantages in teaching Afro-American History.

Students

The majority of students will continue to readily accept these new materials as they already have been exposed to many of these same or similar concepts. Our faculty greatly helps in these situations. The students can witness authority in the assistant principal, who is black. Five of the twelve faculty members are black. It is my belief that the majority of teachers have taught the students the sociological aspect of being very much aware of others—not only black but all ethnic groups. This is quite evident in the classroom situations. Yet, we realize there are some students who will absolutely reject these materials on the basis of personal and parental bigotry. Research should be done in these areas.

Community

Many parents in our area will readily accept these new concepts. This has been proven time and again by the cooperation between opposite groups working together. In general, our parents are open-minded because of earlier established rapport. On the other hand, we do have some parents that possess a fixed, negative, stereotyped mental picture of black people. These are the people I will be trying to reach indirectly through their children. Some have spoken to me already concerning their prejudices.

Staff

The faculty, as mentioned earlier, is working as a whole for the students' well-rounded education without setting or being a part of setting up any barriers. They continually work and attempt at integrating concepts at all times. This is an absolute *must* if one is to teach in a mixed school. Even if one teaches in a different situation (all white or all black), the goals of integration should be positively taught.

Administration

The administration, the principal being white and the assistant black, has created excellent human relations. A student never is thought of as black or white but as a person who is seeking guidance. Much of the success at our school can be attributed to the positive guidance and attitudes of the administration.

Instructional Objectives

The students will work in one of the following areas described concerning prejudices. This will take place upon completion of two weeks of study followed by two weeks of classroom work.

1. A written report (which should challenge the student to face reality and to come up with some solutions concerning how they feel and how they would deal with the problems of prejudice).

2. A bulletin board showing some of the prejudices and discrimination shown by certain groups, e.g., KKK. The most important item on the board would be a paragraph describing the event(s) plus the students' own personal feelings. Also, why they feel this way. Is it a healthy feeling?

3. A panel discussion concerned with the issues of prejudices. Putting forth questions and possible answers to questions such as:

   a. how people are discriminated against
   b. methods used
   c. how they feel (using research)
   d. which people are discriminated against
   e. give substantial reasons (research)
   f. where are these acts performed
   g. what are some of the probable solutions
   h. starting point (our responsibility, why)

4. A debate trying to bring out the students' own attitudes toward others.

Some of the reasons why a person develops these negative attitudes. How one changes his views and gets channeled into more wholesome areas. The reasons for helping each other. (with research.)

5. Produce a play (and perform it) with the realization that many groups possess a fixed negative stereotype. A number of solutions on how to deal positively in correcting these stereotypes should be offered.

6. Produce the front page of a newspaper (on 18 x 24 paper) dealing with the ever-present issues of prejudices with an editor's comment after each item proposing a solution. Also encourage the readers to write the paper concerning their own solutions and convictions.

7. A list of riots and rebellions that grew out of prejudices (verified by research information) such as: how, when, where, why, length of time, those involved, etc. How they attempted to solve the problems and really why they even erupted. Lastly, your personal solution to the problem.

8. A compilation of records, tapes, cassettes, poetry, reading, etc., describing Afro-Americans being discriminated against with use of personal testimonies. Then indicate why these acts are done and a variety of possible solutions which we might possibly use to help solve these problems.

In working with and seeing the results of these proposed behavioral objectives, I trust that the truth of the revealed facts will be dealt with honestly and will help create a positive behavioral change.

Topics and Its Scope

My topic is dealing with prejudices and discrimination on a junior high school level. This will be injected into the lessons at the end of the Civil War Unit. The feelings of a southern soldier returning home after the war will be compared to the northern soldier's feeling. Discrimination and prejudices might possibly be felt for each other.

This unit will take approximately four weeks to complete. The first two weeks will consist of a variety of classroom sessions (using many different teaching devices). These are explained in the sequence of lessons. During the following two weeks, the students will participate in one of the eight listed (see behavioral objectives) activities.

Lesson Plans

Day 1

Administer Indiana Paired Hands Test.

Introduction: This unit can be taught at the end of the Civil War Unit. We will be making comparisons of the soldiers returning home on both sides and their feelings toward the opposition.

Discuss how the school district has been changing for the past six or seven years. Because of urban development, many black families were forced to move. It was during this time that we started to be transformed from a 95 per cent white school to a now 60 per cent black school. Many of the people in the area

have accepted the challenge of learning to live together but others still remain biased and critical.

For the next two weeks, we will have a variety of classroom sessions (using many different media) on "Prejudices and Discrimination." This will be followed by two weeks of classroom work in which students will participate in one of eight selected areas. Some will also need to work at home as well.

Discussion: Many people have prejudices (that is, they dislike certain people and their actions). Possibly their skin color, nationality, religion, clothing, music or living conditions. Have students write out some of their prejudices (Please! No names). Collect papers, read them aloud to class and tear up before class.

Present film: "Bill Cosby on Prejudice." After film, short discussion on prejudices. Where do they come from? Could it be parental bigotry? End class with students thinking of these ideas.

Day 2

Show film: "Black and White—Uptight." Put questions on board.

Why are people prejudiced?

Are all people discriminated against?

How do people on your street get along?

Are some prejudiced?

What might some of the solutions be to help end prejudice?

What can each one of you do (as an individual) to help end this social evil?

End class with open discussion on these points.

Day 3

Show film: "Black and White—Uptight," for second straight day. Now have students go over questions. Notice the possible different responses. Set up groups for tomorrow. In a classroom of thirty, make up six groups of five. Hand pick groups, i.e., both sexes, both races, separate friends, etc. Choose a leader in each group to record information.

Day 4

Show filmstrip: "Exploding the Myths of Prejudice." Make up a number of hypothetical questions for the group to deal with. These questions should stimulate the students to look for certain facts. Have many books, filmstrips, records, journals, magazines and cassettes available for the students to do research.

Day 5

Have the leaders from the group sit at the front of the classroom or in the center of the room with the class gathered around. The teacher will act as moderator while they give their reports. At all times the students will be encouraged to respond pro or con.

Day 6

Play excerpts from records:

"What the World Needs Now—Love Sweet Love"
"Sound of Thunder"
"We Shall Overcome"
"The Last Message of Malcolm X"

Discussion: What were these records trying to say? Are these justifiable statements. Use excerpts from the record, "The Life and Words of Martin Luther King, Jr." What is he trying to say?

Day 7

Ex-director of the Board of Community Relations, Charles Carter, who lives in our area, will talk on discrimination. Mr. Carter is now in charge of the adult probation department of Lucas County.

Day 8

Show film: "Eye of the Storm." Discuss and describe the many discriminatory and prejudice attitudes portrayed in the film.

Day 9

Set up groups to work on one of the eight behavioral objectives listed. Make sure that they have (as an active working group) as many books, filmstrips, journals, magazines, records, newspapers, etc., in order to accomplish a superior project. We will continue to work in groups for the next four days. Upon completion you and your group will present your research evidence to the class. We also will invite the principal, assistant principal, coordinator and the guidance counselor, if they are available. Other teachers with a free period may also sit in.

Day 10 through Day 13

Work on projects. Teacher continually circulating from group to group giving constructive criticism. Guiding students to find specific information, etc.

Day 14 through 19

Present project studies. Graded by students as given. Students grading will look and listen for:

1. Content
2. Factual — research material
3. Concepts of incidents
4. Their evaluations

The grading scale will be as follows:

1 of the 4 covered will denote a D
2 of the 4 covered will denote a C
3 of the 4 covered will denote a B
4 of the 4 covered will denote an A

Day 20

Administer Indiana Paired Hands Test.
This also is test day as will be explained in the evaluation strategies.

Evaluation Strategies

The students will be given a choice of three tests on the 20th day. These will consist of either essay, multiple-choice or true/false.

The essay test will have a time limit of 40 minutes and the grading scale will be as follows:

Question: Name any 4 specific prejudices and with research backing apply these events to today and state how they make a difference in how people now treat each other.

If 4 completely answered A
If 3 completely answered B
If 2 completely answered C
If 1 completely answered D

The multiple-choice test will have a time limit of 30 minutes and will consist of 25 questions with 4 possible choices. Grading scale:

22 or more correct A
20 or 21 correct B
18 or 19 correct C
16 or 17 correct D

The 50-item true/false test will have a time limit of 25 minutes. Grading scale:

45 or more correct A
40 to 44 correct B
35 to 39 correct C
30 to 34 correct D

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Implementing Units and Research Efforts

Participants in summer institutes were required to design, develop and implement curriculum units for Afro-American Studies. These units were to be implemented at both the elementary and secondary levels of the particular public or parochial schools in which the participant held a staff position. The majority of units which were implemented in typical classroom settings utilized the Indiana Paired Hands Test developed by Karl Zucker in a pre- and post-test design.

The Indiana Paired Hands Test purports to measure a continuum from hostility to friendliness. There are nine 35mm slides which show black and white hands in different poses. The students are instructed to select one of six responses which describe what the hands are doing. The responses are scored 2 points for friendly responses, 1 point for a

neutral response, and zero points for a hostile response. Clearly a high score indicating friendliness would be 18, while a low score indicating much hostility would be zero. As the subject's score increases toward the upper limit of 18, the student is assumed to be demonstrating greater friendliness. Conversely, as a subject's score decreases toward the lower limit, he is assumed to be demonstrating greater hostility.

The hypothesis under investigation for most of the curriculum units was that one outcome for the pupils engaged in the instructional processes of the unit would be a movement toward more friendliness as measured by the Indiana Paired Hands Test.

In an earlier study the authors demonstrated that pupils in a school which used an innovative curriculum intervention unit moved significantly toward greater friendliness when compared to pupils of a control school which showed no significant differences between the pre- and post-tests. The control and experimental schools did not differ significantly on the pre-test scores. There have been 18 schools involved in the implementation of similar curriculum units (using the Indiana Paired Hands Test). None of these has been able to replicate the findings of the earlier study. There are a number of factors which might be offered to explain the failure of replication.

1. No study has yet utilized exactly the same innovative intervention curriculum procedures.

2. Many of the studies have used younger children than the earlier study. There is a serious concern about the validity of the Indiana Paired Hands Test when used with younger children and when administered to groups of children rather than to individuals.

3. The studies have not yet exercised control of extraneous variables by providing either control groups or random assignment to treatment. One exception to this criticism was a study by Greenfield. She assigned pupils to an experimental or control group at random. Her study did not, however, produce significant differences, which was attributed mainly to the problem of not being able to precisely replicate the treatment conditions of the earlier study.

4. The Indiana Paired Hands Test has a limited range of scores such that variability is reduced.

5. It is possible that this earlier study is an example of a type 1

error. That is, the null hypothesis was rejected when in fact it should have been accepted.

The foregoing discussion illustrates five of the major problems of research in school settings.

First, it is difficult to control all of the variables that may produce systematic effects during the experimental period.

Second, it is difficult to provide suitable controls by random assignment of pupils to treatment because scheduling problems within the school preclude this procedure.

Third, it is almost impossible to replicate an independent variable which constitutes a set of instructional procedures.

Fourth, it is difficult to select dependent variables that have enough sensitivity to measure changes when they occur.

Fifth, oftentimes a variety of uncontrollable variables may mask whatever effect an independent variable might be having.

The focus of this paper is not intended to discourage participation in research projects in the schools but rather to encourage research in spite of the many problems associated with such efforts. There are side effects associated with many of the studies reported here. For example, after one curriculum unit the pupils were noticed by their teacher to be drawing pictures of cowboys that included both black and white figures, whereas prior to the unit children drew only white cowboys on their open-ended art pre-test (the unit dealt with westward expansion and taming of the frontier).

Since it is essential that research efforts continue in the schools regardless of the limitations and problems of uncontrolled factors, it is recommended that teachers continue in their efforts providing whatever controls they can, and that they try out a variety of measures to assess their curricula.

EPILOGUE

George E. Dickson, Dean
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The College of Education at The University of Toledo has consistently attempted to come to grips with educational complexity by developing change strategies which recognize and encompass current educational phenomena. Phenomena which daily confront us are urban problems and the planning of urban education which will meet these problems. We have been working for a number of years on an educational reform-renewal strategy for our region, city and its educational institutions. This strategy and process has been applied to our present educational system and does not ask for the total abandonment of present schools, personnel or facilities. Our aim has been "how to do it" within our educational system. The "it" in our case has been a program of competency-based teacher education (CBTE) in association with multi-unit schools which employ individually guided education (IGE/MUS). We think that this approach to education, from kindergarten through college, is not only sound but also it clearly provides an educational system necessary in our complex urban setting.

This issue of *Educational Comment* has detailed not only some changes needed in urban education but also the application of competency-based teacher education and individually guided education/multi-unit schools to an urban setting. Our efforts are not new. Our College has been creating, developing and implementing CBTE/IGE/MUS for the past seven years. Three previous issues of *Educational Comment*[1] have detailed some of our past efforts. Our efforts have now coalesced into a comprehensive model for educational reform and renewal which closely links our College with the public and parochial schools of our area. The following indicates this model.

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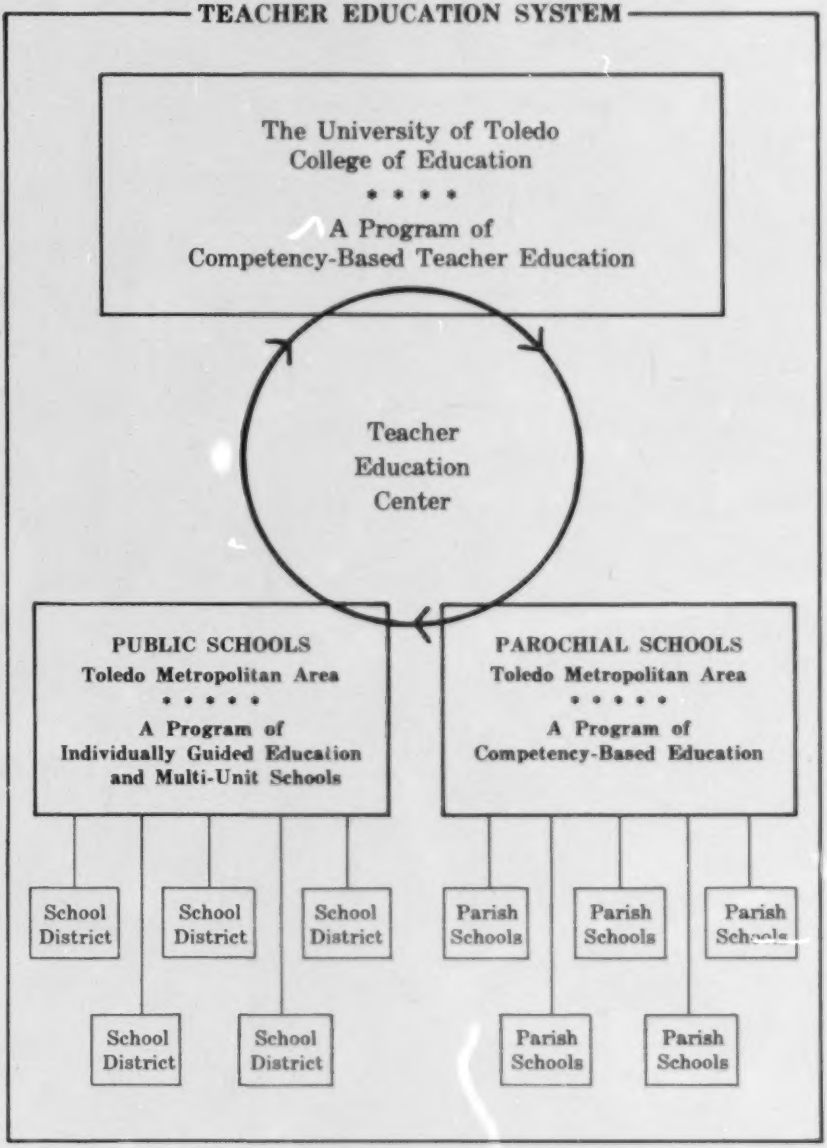
[1]Educational Comment/1969: Contexts for Teacher Education; Educational Comment/1971: The Ohio Model and the Multi-Unit School; and Educational Comment/1972: Field-Based Teacher Education: Emerging Relationships.

A COMPREHENSIVE MODEL FOR EDUCATIONAL REFORM AND RENEWAL



We have established a partnership for educational reform and renewal which stresses the improvement of educational processes for children, youth and adults. Teachers of children and the trainers of teachers have common concerns. Where good working relationships are established between college faculty involved in competency-based teacher education and school personnel working in individually guided education/multi-unit schools and competency-based education, all parties have found their needs strikingly similar, their concepts of education much alike, their goals almost identical, and their strategies for educational change parallel.

Multi-institutional organizational patterns are prominent in our

A MODEL FOR A TEACHER EDUCATION CENTER

teacher education system. This system is not just the business of colleges but involves public schools, educational governmental agencies, educational industries, educational professional organizations, teacher education students and the community where teacher education activity takes place. Such a conception greatly extends the cooperative base and resources for teacher education planning and operations.

The extensive cooperative college-school planning and activities necessary are dependent upon and will increasingly utilize a teacher education center. The model for our developing teacher education center is illustrated in the diagram on page 65.

Our teacher education center is both a concept and a facility. The concept of a teacher education center concerns itself with all aspects of preservice and inservice education. The center becomes the unit through which the plans and implementation of educational change efforts are developed and carried out. It provides a vitally needed link between preservice and inservice education and makes possible the long desired conception of education as a continuing, ever-developing process. The center helps students preparing to become teachers and teachers in the field solve problems associated with instruction. The center aims to improve the educational environment for children. As a laboratory of teaching, a wide variety of educational resources is at hand or no further away than the telephone. It provides special facilities on campus for preservice and inservice instruction. The center contains instructional materials and units for individualized education and an information storage and retrieval system.

Our teacher education center is now in the process of development and will occupy a central University location within the next year. We do not yet completely understand all of its possibilities and potential, but we fully expect that this center will become the most effective unit yet devised for promoting the mutual educational goals of our urban university and the urban society it serves.

Our total approach to educational change is specifically designed for self-renewal. As present content and processes become obsolete, our system is so organized that it can be redesigned continuously. Competency-based and designed strategy calls for delivery of instruction at precisely the time and circumstance the teacher needs it and not at some other time or place. Urban education efforts in particular require teacher education center flexibility.

Our College's urban education efforts further require a considerable expenditure of personnel, time and effort. These are spent yearly in promoting such urban education programs as Teacher Corps and Upward Bound. Present federal grants for these programs will enable us to further our efforts in these two areas for the next two years and for, hopefully, a longer period of time. These and other federally funded projects are being more closely involved with our regular development activities.

Further developments in CBTE/IGE/MUS are projected. Our success and experience with IGE/MUS continues at an accelerating pace, especially at the elementary school level. Each year finds more schools in the Toledo area adopting this mode of instruction and school organization. Our present ability to service schools and aid in the conversion of others is being severely taxed. Some secondary schools in our area are also now beginning to experiment with components of IGE/MUS such as differentiated staffing and team teaching. Competency-based education is also a major theme in local parochial school curriculum development.

June of 1974 will mark for our College the first complete conversion and revision of the undergraduate teacher education program to the CBTE mode. We will then put into operation an evaluation and feedback process to guarantee the continuous modification of the program.

In closing it can be said that in a changing urban setting there are few things which can stand still and remain truly functional. Our College offers a program for urban educational reform. This program is constantly becoming (being self-renewed). We have the climate for and support of a strategy for massive educational change. Our experiences can be utilized to suggest "how-to-do-it" elsewhere, but we do not propose or suppose that our plans and operations be imitated in other locations. If the ideas of this monograph seem helpful, we urge you to try them as guides to action. They have promoted effective urban educational change in our area; they may just as effectively serve yours.

Additional copies of this publication and of available back issues may be obtained for $1.00 by writing to:

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